International Journal of Trend in Scientific Research and Development (IJTSRD)
Volume 7 Issue 3, May-June 2023 Available Online: www.ijtsrd.com e-ISSN: 2456 – 6470

The Modes of Pedagogical Innovation at the CRMEF: Inventory and Perspectives

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ABSTRACT

Pedagogical innovation is essential today as political discourse and a reference value for the society in general thus replacing the classic and monotonous education.

The massive reforms of our days defines innovation on all levels of education concerning Also cood the policies educational institutional, the goals of training, that the practice educational of the teachers. And the training sector continues are no exception and are forced to transform to attract and retain initial and continuing education audiences whose behaviors and the expectations have changed dramatically (Boughzala, 2018).

So, With importance growing granted To insertion professional of the youth graduates are increasingly asking themselves the question of performance of the different options educational towards this criteria.

We propose in this article to examine more precisely the relationship between the methods of pedagogical innovation in different training modules for executives within the CRMEF of TAZA and the development of the quality of training for trainees.

***KEYWORDS**: Pedagogical innovation, Executive training, CRMEF, Quality of learning*

***How to cite this paper**:* Abdelghani Slassi | Omar EL Ouidadi | Mazouak Abderrazzak "The Modes of Pedagogical Innovation at the CRMEF: Inventory and Perspectives" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-7 | Issue-3, June 2023, pp.806-810, URL: www.ijtsrd.com/papers/ijtsrd57475.pdf

IJTSRD57475

INTRODUCTION

Education and training are important catalysts of progress economic And social, contributing strongly At development promotions of qualified trainees.

At a time when technological improvements and innovations are at their peak, education should keep pace with current challenges and question the possibilities of learning and methods of teaching and training and learning of knowledge, know-how and skills.

Training at CRMEFs today faces enormous challenges because they are at the crossroads of all concerns. Thus, to face all the social challenges by the production of capable skills of raise these challenges seems to summarize all the situation.

The knowledge acquired by the interns At course of their journey of training, are no longer interested solely in the knowledge or know-how developed, but it is also to be interested in what they will be able to do with it later, once their studies completed, in situations complex and varied professions.

Of This do, To This level appears the link direct between innovation pedagogic And improving the quality of training, it is thanks, among other things, to new teaching methods that can be used, that we can develop of the SKILLS complex as the mind initiative, there collaboration or communication skills, whether verbal or written. More precisely, it is a question of knowing what relationship exists between the pedagogical methods and the quality of the training of future teachers ?

In the first part, we present the conceptual framework of this research as well as the methodological

approach. The second part is devoted to the study experiments to set up a description of the state of play of educational innovation in relation to the training and motivation of trainees.

THEORETICAL FRAME

Innovation is found in all sectors (technological, economic, social, etc.). The term innovation is "one of the most used words" and has become a "carrier of a positive outlook" (Cross, 2002, p 213).

According to F. Cros (2009), the syntagm "innovation in training" is an object of reflection relatively recent. She identifies three types innovation:

- Technical innovation: resulting from invention**,** research (like the majority of goods from consumption). It can be a simple improvement whose object technique does not make sense that in its social appropriation
- Innovation technological: more complex. Armature a more strong conceptualization. When we are talking about the Internet**,** there are objects behind it, but above all there is a mode of organization social. We to center any further on the process of diffusion social And we analysis there result on the behaviours
- Innovation social: less submitted to hazards economic And propose of the values alternatives to society. F. Cros(2009) 1 emphasizes that "innovation in training can play on all these tables at the same time and that it does not mean anything in itself because it can contain all the acceptances given to other innovations »

In the frame of this article, We will borrow there definition of Bechard And Peltier (2001) Who take in account evolution of the debates on this contentious question definitional. So,

"Innovation East a activity deliberate Who tends To introduce of there novelty In a context given and that it is pedagogical because it seeks to substantially improve the learning of the students in situation of interaction And of interactivity". In CRMEF, these authors mention that educational innovations are often described like everything that does not come under the master's teaching, it is clear that this method still used by a very large majority of trainers was and remains the method dominant pedagogical approach in higher education.

1. There class reversed

According Wide And para. (2000) "the inversion of there room means that All This Who East traditionally done in the classroom is done at home, while what is done at home is in class and vice versa".

MK Kim et al. (2014) defined nine design principles for the flipped classroom, including three have been adopted And validated by Brame (2010): Give the opportunity to trained of discover the lesson before arriving in class; offer incentives to trainees to prepare them for the class; develop a mechanism to assess students' level of understanding. The six Other principles are: Establish clear links between classroom and classroom activities. out of class; provide clearly defined and well-structured advice, Let the students enough time to do their homework; facilitate the establishment of a learning community; provide quick and adaptive feedback on assignments individual Or of band ;provide of the familiar technologies And easy of access.

2. The gamification

There gamification or there gamification is the use of the mechanisms of the game in others areas, in particular In education, The sport, The relationships social, Or Again of there health.

Today, of many centers must to struggle against against The lack of motivation And commitment of the students, there Gamification Or the integration of elements of games In The school programs, seems to be a solid help in reviving the motivation of trainees Thus only upon awakening of their interest. The students learn without to have To to engage in The traditional learning process – they learn practically without realizing it account !

3. The design-thinking: " Mind Design » Or " Thought Design »

The main idea of design thinking is that trainees learn by being exposed to real problems or case studies or by relying on group work, brainstorming, there resolution of problems, THE games of role Or others methods educational aiming to acquire of the knowledge And To develop their thought critical.

Learning self directed (self-study)

Knowles (1975). defines self -directed learning as "a process in which individuals take the initiative, with or without the help of others, to determine their training needs, identify human and material resources necessary for training, to select and implement training strategies adequate, to evaluate the results of their training" (Knowles**,** 1975). In other words, The role of the learners In A such kind learning East of produce their own learning (alone or in groups, with or without outside help), and not simply consume » of the lessons, of The realize And of rate it in total responsibility.

4. The media social

Social media occupies an important place in everyone's life and is increasingly also used well by the students by professors

This trend is entrenching social media in education. Platforms learning And teaching born to limit more to books And to conferences traditional but use several social media tools, such as blogs, Twitter, LinkedIn, facebook etc.,

Use of there platform of media social In The domain of Training To always do debated, and there are many positives and negatives to consider. facebook, wiki, twitter, blogging And others shapes of media social are used; of the benefits have summer observed, such that the commitment of the trained; learning between peers; The development of there thought critical; learning self-directed; self-monitoring of the learning progress,

METHODOLOGY

Our research falls within the framework of export research, whose recommended methodology is based on a multidimensional survey, in which we first questioned the trainers around pedagogical innovation in training practices, and secondly identify the degree of motivation and commitment of trainees in innovative situations.

To conduct our surveys, we combined both qualitative and quantitative elements of research. For this reason, we have adopted the mixed methodology based on the results of two questionnaires:

- Questionnaire 1: intended for trainers to identify the degree of innovation in training situations.
- Questionnaire 2: intended for trainees to judge their feedback in relation to pedagogical innovation

Research context

Our research context is represented by the Taza CRMEF, where we aimed to monitor the practices of 31 trainers with a trainee population of 322 students from all sectors.

The questionnaire is created from the models proposed by the Google tool Forms, and distributed online by email and WhatsApp for trainers and trainees between March and May 2023.

We note that on the average collection of responses is recorded is 93% for teachers and 100% for trainees.

RESULTS

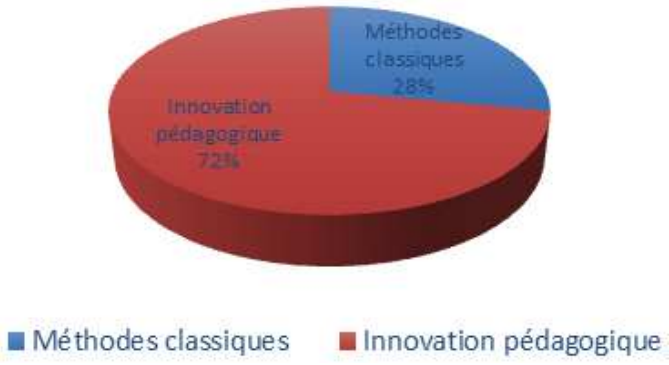
The questionnaire intended for trainers is made up of three parts, thus aiming to analyze the innovative practices of trainers at the CRMEF.

Percentage of educational innovation

Classic methods	Pedagogical innovation
28%	72%

Table 1: Percentage of use of innovative methods by trainers

Table 1 and graph 1 show that the majority of trainers use the methods of pedagogical innovation



Graph 1: Percentage of use of innovative methods by trainers

Forms of educational innovation

Their class reversed	gamification	Learning self-directed	media social
62%	17%	11%	10%

Table 2: Forms of pedagogical innovation by trainers

Graph 2: Forms of pedagogical innovation by trainers

Table 2 and graph 2 explain the forms of innovation mobilized by the trainers of the CRMEF, of which we find that the flipped classroom and gamification are the most mobilized.

Modules and courses concerned with pedagogical innovation

Table 3 presents the modules most affected by innovation, namely ICTE, school life and languages, while the didactic and educational sciences module seems to be the modules least affected by innovation.

Module	Percentage of course innovation
ICT	83%
Didactic	12%
School life	71%
Educational Sciences	15%
STAPS	26%
Legislation	44%

Table 3: Modules and courses affected by pedagogical innovation

Impact of educational innovation on trainees

Similarly, we sent a second questionnaire to the trainees in order to measure their degree of motivation and attachment to the different forms of pedagogical innovation.

	Classical training	Pedagogical innovation
to work effectively with THE others	15%	85%
communicate effectively	21%	100%
There awareness of self	25%	72%
Develop there thought critical	20%	80%
Analysis of the data And use of there technology	10%	100%
Solve THE problems	30%	90%
Develop the mind of initiative And undertake	20%	90%
self-management	20%	100%
Responsibility social And accountability	30%	80%
Develop THE professionalism	25%	70%

Table 4: Impact of educational innovation on trainee behavior

Thus, generic skills are present in all individuals but to varying degrees. various. It is often through practice, experience and personal investment that an individual take awareness of the extent of his skills And that he learn To THE value. THE skills can be acquired or developed in all spheres of his social life and professional; it's a question education and training.

We note that the innovative methods have had a positive influence on the learners, of whom we have identified a mutual commitment, mutual aid between the trainees and an accomplishment of the tasks of the initial training or taking the initiative in self-training mode.

RESEARCH LIMITATIONS

As our research has advantages on training, it also revealed several limitations on three levels, namely:

- Technical: pedagogical innovation requires strict personal computer equipment and an internet subscription, which is not accessible to everyone.
- Social: the innovative methods are generally of a social and collaborative nature requiring the availability and commitment of all trainees in fixed schedules.
- Ethics: several forms of cheating in the innovative training modes, in this sense the trainees either mark the presence and do not complete the courses or they do not provide effort in the work requested.

CONCLUSION

We have tried through this article to analyze the experience of trainers carrying out a pedagogical innovation project at the CRMEF in order to better understand their positive impact on training in general and on the motivation of trainees in particular. The results, produced according to an exploratory and descriptive approach, made it possible to highlight the motivational springs oriented towards the needs of the trainees, professional recognition or self-realization. Trainers described positive and negative factors that impacted the realization of the methods, as well as a nuanced sense of transformation. While the latter perceive an evolution in their practices, they do not all consider that they have been transformed by the project.

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